

Teacher Verbal Behaviors Observation Tool

Observer: _____

Time of Observation: _____ **to:** _____

[illegible]

Adapted from Glickman, C. D., Gordon, S. P. & Ross-Gordon, J. M. (2004). *SuperVision and instructional leadership: A developmental approach*. Englewood Cliffs, NJ: Prentice Hall.

Level of Questioning Observation Tool

Teacher Observed: _____ Observer: _____

Date: _____ Time of Observation: _____ to _____

Cognitive Process Dimension	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Meta-Cognitive	Total	%
Remember recognizing, recalling						
Understand explaining, clarifying, interpreting, categorizing, classifying, comparing, contrasting, inferring, predicting, extrapolating, exemplifying, illustrating						
Apply applying a procedure to a familiar or an unfamiliar task						
Analyze differentiating, distinguishing, organizing, integrating, outlining, attributing						
Evaluate checking, monitoring, testing, critiquing						
Create generating, hypothesizing, planning, designing, producing						
Total of Questions Asked =						

Adapted from Anderson, L. W. & Krathwohl, D. R. (2000). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Boston, MA: Allyn & Bacon.

Student Engagement Observation Tool

Teacher Observed: _____

Observer: _____

Date: _____

Time of Observation: _____ **to:** _____

[illegible]

On Task Behaviors:

Off Task Behaviors:

Observations:

N1 – on task: listening / watching
N2 – on task: writing
N3 – on task: speaking
N4 – on task: reading
N5 – on task: hands-on activity
N6 – on task: _____

F1 – off task: passive
F2 – off task: doing work for another class
F3 – off task: listening to others
F4 – off task: disturbing others
F5 – off task: playing
F6 – off task: _____

Teacher Location and Student Response

Teacher Observed: _____

Observer: _____

Date: _____

Time of Observation: _____ **to:** _____

Draw a sketch of the classroom on the grid below. As the teacher moves around the classroom, label the different locations with letters (e.g., A, B, C, etc.). Chart the locations across time on the table to the right, observing student responses and activities.

A large rectangular box for drawing, with labels 'Front' on the right, 'Back' on the left, 'Left' at the top, and 'Right' at the bottom.

[illegible]

Student Response to Questions

Date: _____

Time of Observation: _____ to: _____

[illegible]

'A' indicates teacher called upon student for response • 'B' indicates teacher accepted student response even if not directly called upon